

**POLI 670**  
**Refugees and Global Politics**  
**Fall 2024**

**Class time:** Tuesdays, 11:35-2:25

**Room:** LEA 517

**Instructor:** Professor Megan Bradley (she/her) ([megan.bradley@mcgill.ca](mailto:megan.bradley@mcgill.ca))

**Office hours:** Mondays, 2:00-3:00, Leacock 539 (or by appointment) (excluding October 7)

*Particularly as this is a class about displacement, it is essential to recognize that we are meeting on unceded Indigenous lands. McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.*

### **Course description and learning objectives**

From Syria and Ukraine to Myanmar, Venezuela and Ethiopia, the number of people being driven from their homes by conflict and human rights violations is on the rise. According to the Office of the United Nations High Commissioner for Refugees (UNHCR), there are now more than 117 million people displaced worldwide, including refugees forced across international borders, and internally displaced persons (IDPs) uprooted within their own countries. Responses to this perceived crisis have ranged from individual charity and the mobilization of the international humanitarian system to the vilification of asylum seekers and the reinforcement of barriers to free movement. This course explores the causes and consequences of displacement, and attempts to govern this issue. It considers key actors, interests and norms that shape the global governance of refugees, devoting particular attention to the ways in which displaced people experience, navigate and shape the regime. Understanding complex, shifting experiences of displacement requires reading widely and thinking creatively. Accordingly, we will engage not only with IR literature, but also with texts from other political science subfields, other disciplines such as law, philosophy and anthropology, and literary and cinematic accounts of displacement, many focusing on perspectives offered by refugees themselves.

In addition to achieving these substantive goals, the course aims to help graduate students sharpen their scholarly and professional skills in terms of conceptualizing, executing and presenting compelling research projects; reviewing published studies; and constructively discussing colleagues' works-in-progress.

This is a graduate seminar focused on discussion rather than lecturing. It is therefore *essential* that all students come to every class having prepared all the readings, and ready to contribute to the discussion. That is, for each class, every member of the course needs to come to class having (i) read all the assigned works; (ii) reflected on their strengths, weaknesses and implications; and (iii) noted questions arising from the material.

By the end of this course, students should be able to:

- Knowledgeably discuss the causes and consequences of forced migration, drawing on insights from historical experiences and current cases;
- Critically analyze international responses to displacement, including in terms of the mandates and interests of key institutional actors;
- Appreciate the diverse ways in which refugees and other displaced persons experience, engage with and shape attempts to govern displacement;
- Demonstrate advanced academic skills (e.g. synthesizing literature, analyzing competing arguments, evaluating evidence, generating new questions, communicating effectively in writing and orally, effectively working as an individual and as a member of a team)

- Develop and present persuasive oral and written arguments on topics related to the course.

Course material is subject to change.

## Required readings

All the reading listed below are required and may be accessed electronically (see MyCourses and the McGill Library website).

## Important dates

3 September	Course begins
24 September	Workshop on non-entrée measures (student presentations)
1 October	Book reviews due (start of class)
15 October	No class (reading break)
19 November	Research paper proposals due (start of class)
26 November	Last class
3 December	Class cancelled
10 December	Research papers due (1:00 PM, by email and in hard copy, dropped off at Leacock 539)

## Assignments and assessment

20%	Participation
10%	Discussion lead presentation
15%	Team presentation for workshop on non-entrée measures
15%	Critical reflection papers (2) (equally weighted)
10%	Book review
5%	Research paper proposal
25%	Research paper

Further information on assignments and assessment criteria is available at the end of the syllabus.

## Seminar program

### Class 1: 3 September

#### Introduction to the course

No required readings today! Please review the following texts:

- UNHCR Global Trends Report 2023, <https://www.unhcr.org/global-trends-report-2023>
- 1951 Convention Relating to the Status of Refugees, <https://www.unhcr.org/3b66c2aa10>
- 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa, [https://au.int/sites/default/files/treaties/36400-treaty-36400-treaty-oau\\_convention\\_1963.pdf](https://au.int/sites/default/files/treaties/36400-treaty-36400-treaty-oau_convention_1963.pdf)
- 1998 Guiding Principles on Internal Displacement, <https://www.unhcr.org/43ce1cff2.pdf>

### Class 2: 10 September

#### Who is a refugee? The power of labels and categories in governing refugees

*How do labels and legal definitions shape global governance efforts—and refugees' lives? Do refugees have a different or stronger claim to protection and assistance than other groups, such as internally displaced persons (IDPs) and economic migrants?*

**NB:** We will choose books for the Book Review exercise today. Please look at the list of possibilities in advance, and/or be prepared to propose an alternative.

- Rebecca Hamlin (2021) “The Migrant/Refugee Binary,” in *Crossing: How We Label and React to People on the Move*, pp. 1-24.
- Matthew Price (2006) “Persecution Complex: Justifying Asylum Law’s Preference for Persecuted People,” *Harvard International Law Journal* 47(2).
- Shacknove, A. (1985) “Who is a Refugee?” *Ethics* 95(2).
- Chandran Kukathas (2016) “Are Refugees Special?” (chapter 12), in Sarah Fine and Lea Ypi (eds.) *Migration in Political Theory: The Ethics of Movement and Membership*.
- Maja Janmyr and Lama Mourad (2018) “Modes of Ordering: Labelling, Classification and Categorization in Lebanon’s Refugee Response,” *Journal of Refugee Studies* 3(4): 544-565.
- Lama Mourad and Kelsey Norman (2020) “Transforming Refugees into Migrants: Institutional Change and the Politics of International Protection,” *European Journal of International Relations* 26(3): 687-713.
- Documentary: *For Sama* (2019). Available streaming via McGill Library.

### **Class 3: 17 September**

#### **Creating and accepting refugees**

*What are the causes of refugee movements? Are refugee movements inevitable in a system of states? Why do states accept refugees?*

- Hannah Arendt (1948) “The Perplexities of the Rights of Man,” from *The Origins of Totalitarianism*, pp. 290-302.
- Emma Haddad (2008) “The Refugee ‘Problem’” (chapter 1) and “The Refugee and the International States System” (chapter 3) in *The Refugee in International Society: Between Sovereigns*.
- Adam Lichtenheld (2020) “Explaining Population Displacement Strategies in Civil Wars: A Cross-National Analysis,” *International Organization* 74(2): 253-94.
- Christopher Blair, Guy Grossman and Jeremy Weinstein (2022) “Forced Displacement and Asylum Policy in the Developing World,” *International Organization* 76: 337-78.
- Lamis Abdelaaty (2020) “Rivalry, Ethnicity, and Asylum Admissions Worldwide,” *International Interactions* 47(2): 346-373.
- Vu Tran (2018) “A Refugee Again,” in Viet Thanh (ed.) *The Displaced*.

### **Class 4: 24 September**

#### **Keeping refugees out: Non-entrée workshop**

*Why do states cooperate to protect refugees at the same time as they erect massive barriers to their entry? What are the logics and consequences of “non-entrée” measures?*

**NB:** This class will involve a series of presentations from student teams, workshoping how states use non-entrée measures to discourage or prevent asylum seekers and other migrants from reaching their borders. See the section on Course Assignments and Evaluation Criteria for further information.

- Matthew Gibney (2006) “‘A Thousand Little Guantánamos’: Western States and Measures to Prevent the Arrival of Refugees”. In Tunstall, K. (ed.) *Displacement, Asylum, Migration*, pp. 137-169.
- Kamal Sadiq and Gerasimos Tsourpas (2021) “The Post-Colonial Migration State,” *European Journal of International Relations* 27(3): 884-912.
- Lamis Abdelaaty (2022) “Do Rights Violations Deter Refugees?” *Journal of Ethnic and Migration Studies* 49(1): 110–133.
- David FitzGerald (2019) “Remote Control of Migration: Theorising Territoriality, Shared Coercion, and Deterrence,” *Journal of Ethnic and Migration Studies* 46(1): 4–22.
- Behrouz Boochani (2018) *No Friend but the Mountains: Writing from Manus Prison*, first two chapters. (book on short term loan in the McGill library)

## **Class 5: 1 October**

### **Other “populations of concern”: The emergence and evolution of norms on internally displaced persons (IDPs)**

*Who are IDPs? How do the emergence and evolution of international norms on IDPs help us to understand the significance of norms in global governance? And how do theories about the power and influence of norms in IR help us to understand the strength and limitations of norms and institutional responses to IDPs?*

**NB:** Book reviews are due at the start of class.

- Martha Finnemore and Kathryn Sikkink (1998) “International norm dynamics and political change,” *International Organization* 52(4).
- Walter Kälin (2023) “Internally Displaced Persons: A Category of Special Concern?” (chapter 3) in *Internal Displacement and the Law*.
- Phil Orchard (2010) “Protection of internally displaced persons: Soft law as a norm-generating mechanism,” *Review of International Studies* 36(2): 281-303.
- Phil Orchard (2014) “Implementing a global internally displaced persons protection regime” (chapter 6), in *Implementation and world politics: How international norms change practice*, pp. 105-123.
- Megan Bradley and Angela Sherwood (2017) “Addressing and resolving internal displacement: Reflections on a soft law ‘success story,’” in *Tracing the roles of soft law in human rights*, pp. 155-183.
- Martin S., et al. (2005) “Evolving Institutional Responses” (chapter 3), in *The Uprooted: Improving Humanitarian Responses to Forced Migration*.
- Film: *Three Songs for Benazir* (2022), available on Netflix.

## **Class 6: 8 October**

### **Climate change and displacement**

*What is the relationship between climate change and forced migration? How are norms and institutions concerned with mobility and displacement responding to climate change? Are these responses appropriate?*

- Jamie Draper (2023) “The Moral Challenge of Climate Displacement” (chapter 1) and “Against a Treaty for Climate Refugees” (chapter 2), in *Climate Displacement*. Oxford: Oxford University Press.
- Jessica Miller & Anvy Vu (2021) “Emerging Research Methods in Environmental Displacement and Forced Migration Research,” *Geography Compass* 15(4): 1–16.
- Diane Bates (2022) “Environmental Refugees? Classifying Human Migrations Caused by Environmental Change,” *Population and Environment* 23(5): 465–477.
- Jane McAdam (2020) “Protecting People Displaced by the Impacts of Climate Change: The UN Human Rights Committee and the Principle of Non-refoulement,” *American Journal of International Law* 114(4): 708–725.
- Angelique Pouponneau (2022) “‘Climate-Displaced People’: A Small Island Developing State Perspective,” in *Climate Refugees*. Cambridge: Cambridge University Press.

**NB: No class on 15 October. Happy Thanksgiving and happy reading break!**

## **Class 7: 22 October**

### **(Neo)colonialism and race in the governance of migration and displacement**

*How have colonialism, race and racism shaped global governance generally, and the governance of refugees in particular?*

- Owen Brown (2024) “The Underside of Order: Race in the Constitution of International Order,” *International Organization* 78(1): 38-66.
- Kseniya Oksamytna and Sarah von Billerbeck (2024) “Race and International Organizations,” *International Studies Quarterly* 68(2).

- E. Tendayi Achiume (2022) “Empire, Borders, and Refugee Responsibility Sharing,” *California Law Review* 110(3).
- Heaven Crawley (2022) “Saving Brown Women from Brown Men? “Refugee Women”, Gender and the Racialised Politics of Protection,” *Refugee Survey Quarterly* (first view).
- Lewis Turner (2021) “‘#Refugees can be Entrepreneurs too!’ Humanitarianism, Race, and the Marketing of Syrian Refugees,” *Review of International Studies* 46(1): 137-155.
- Sheryl Lightfoot (2021) “Decolonizing Self-Determination: Haudenosaunee Passports and Negotiated Sovereignty,” *European Journal of International Relations* 27(4): 971-994.
- James Spring (2022) “How the Other Side Leaves,” segment of “My Lying Eyes,” *This American Life*, <https://www.thisamericanlife.org/770/my-lying-eyes> (18 minutes).

### **Class 8: 29 October**

#### **Knowing what’s best for refugees: International organizations and paternalism in the refugee regime**

*How do international organizations such as UNHCR influence the global governance of refugees? How has UNHCR’s role evolved? What is the role of other agencies like IOM, UNRWA and UNDP? Who knows what’s best for refugees? How does paternalism shape the international refugee regime and the humanitarian system?*

**NB:** Our class will begin with a visit from Neil Buhne, ISID Professor of Practice, who will share insights from his career in the UN, including as resident coordinator in countries with large-scale displacement situations (e.g. Sri Lanka, Pakistan). See this [ISID Briefing](#) for reflections on Neil’s work.

- Michael Barnett and Martha Finnemore (2004) “Introduction: Bureaucratizing World Politics” (chapter 1), and “Defining Refugees and Voluntary Repatriation at the UNHCR” (chapter 4), in *Rules for the World: International Organizations in Global Politics*.
- Anne Irfan (2023) “Introduction” (chapter 1) and “An International Regime” (chapter 3), in *Refuge and Resistance: Palestinians and the International Refugee System*.
- Megan Bradley (2017) “The International Organization for Migration (IOM): Gaining Power in the Forced Migration Regime,” *Refuge* 33(1): 91-106.
- Michael Barnett (2015) “Paternalism and Global Governance,” *Social Philosophy and Policy* 32(1): 216-243.
- Erin Baines and Emily Paddon (2012) “This is How We Survived,” *Security Dialogue* 43(3).

### **Class 9: 5 November**

#### **Gender, LGBTQ+ refugees and queering forced migration**

*How does gender shape displacement, and how are gendered power relations shaped by forced migration? How do states, UNHCR and other institutional actors respond to claims for protection on the basis of sexual orientation and gender identity? How do LGBTQ+ individuals experience and navigate the refugee regime? What insights does queer theory offer into the refugee regime?*

- Charli Carpenter (2003) “‘Women and Children First’: Gender, Norms and Humanitarian Evacuation in the Balkans, 1991-1995,” *International Organization* 57(4).
- Jennifer Hyndman and Wenona Giles (2011) “Waiting for What? The Feminization of Asylum in Protracted Situations,” *Gender, Place & Culture* 18(3).
- M. Tschalaer (2021) “Victimhood and Femininities in Black Lesbian Asylum Cases in Germany,” *Journal of Ethnic and Migration Studies* 47(15), 3531-3548.
- Martha Balaguera (2022) “Trans-asylum: Sanctioning Vulnerability and Gender Identity across the Frontier,” *Ethnic and Racial Studies*.
- Satvinder Juss (2015) “Sexual Orientation and the Sexualisation of Refugee Law,” *International Journal on Minority and Group Rights* 22(1): 128–53.
- Samuel Ritholtz and Rebecca Buxton. 2021. “Queer Kinship and the Rights of Refugee Families,” *Migration Studies* 9(3): 1075-1095.

- Aleksandar Hemon (2018) “God’s Fate,” in Viet Thanh (ed.) *The Displaced*.

### **Class 10: 12 November**

#### **Representing refugees**

*How are refugees represented, and why does it matter? What is the relationship between security concerns and the representation of refugees?*

**NB:** Research proposals are due at the start of class today.

- Liisa Malkki (1996) “Speechless Emissaries: Refugees, Humanitarianism and Dehistoricisation,” *Cultural Anthropology* 11(3).
- Rebecca Adler-Nissen, K. Andersen and Lene Hansen (2020). “Images, Emotions, and International Politics: The Death of Alan Kurdi,” *Review of International Studies* 46(1): 75-95.
- Heather Johnson (2011) “Click to Donate: Visual Images, Constructing Victims and Imagining the Female Refugee,” *Third World Quarterly* 32(6): 1015-1037.
- Anja K. Franck (2022) “Laughable Borders: Making the Case for the Humorous in Migration Studies,” *Migration Politics* 1(4).
- Anne Hammerstad (2014) “The Securitization of Forced Migration,” in *The Oxford Handbook of Refugee and Forced Migration Studies*.
- Harriet Gray and Anja Franck (2019) “Refugees as/at risk: The gendered and racialized underpinnings of securitization in British media narratives,” *Security Dialogue* 50(3): 275-291.
- Film: *Flee* (2021) (Available streaming via Prime Video, Apple TV, Google Play, or on DVD in the McGill Library), or, *Limbo* (2020) (Available on Netflix)

### **Class 11: 19 November**

#### **Refugee agency: Participation, leadership and resistance**

*How should we understand the figure of the refugee in the field of international relations? How do refugees participate in, shape, subvert and resist efforts to govern them?*

- Carolina Moulin and Peter Nyers (2007) “‘We Live in a Country of UNHCR’—Refugee Protests and Global Political Society,” *International Political Sociology* 1(4): 356–372.
- Megan Bradley (2014) “Rethinking Refugeehood: Statelessness, Repatriation, and Refugee Agency,” *Review of International Studies* 40 (1): 101-123.
- Kate Pincock, Alex Betts and Evan Easton-Calabria (2021) “The Rhetoric and Reality of Localization: Refugee-led Organisations in Humanitarian Governance,” *Journal of Development Studies* 57(5): 719-734.
- James Milner, Mustafa Alio and Rez Gardi (2022) “Meaningful Refugee Participation: An Emerging Norm in the Global Refugee Regime,” *Refugee Survey Quarterly*.
- Jelena Golubović (2022) “Beyond Agency as Good: Complicity and Displacement after the Siege of Sarajevo,” *Journal of Refugee Studies* 35(3): 1344-1363.

### **Class 12: 26 November**

#### **Seeking solutions**

*Is this a hopeless situation? How can responses to refugees be improved? What “solutions” might there be to the “problem” of refugees? What are the barriers to resolving refugee situations?*

- Tom Scott-Smith (2016) “Humanitarian Neophilia: The ‘Innovation Turn’ and its Implications,” *Third World Quarterly* 37(12): 2229-2251.
- Suzan Ilcan and Kim Rygiel (2015) “‘Resiliency Humanitarianism’: Responsibilizing Refugees through Humanitarian Emergency Governance in the Camp,” *International Political Sociology* 9(4): 333–351.
- Natasha Saunders (2018) “Making Oneself at Home in the World: Solutions to Refugees’ Problems” (chapter 5) in *International Political Theory and the Refugee Problem*.

- Stephanie Schwartz (2019) “Home, Again: Refugee Return and Post-Conflict Violence in Burundi,” *International Security* 44:2, 110-145.
- Nicholas Van Hear (2018) “Imagining Refugia: Thinking Outside the Current Refugee Regime,” *Migration and Society*.
- Dina Neyer (2018) “The Ungrateful Refugee,” in Viet Thanh, ed. *The Displaced*.

### Course Assignments and Evaluation Criteria

#### Participation (20%)

Active participation of all students is essential to a successful seminar. Participation will be assessed on the basis of:

- Regular presence in the seminar
- Demonstrated preparation (required readings done, ready to summarize key argument of each reading and themes linking the texts, questions prepared on each reading)
- Active participation and contribution to discussion
- Encouragement of participation of other students

“A grade” participation entails regular presence in class; consistent demonstration of being well-prepared, having completed and critically engaged the texts; active and insightful contribution to class discussions; collegial, non-domineering approach to participation in discussion, etc. “B grade” participation may involve more varied performance in terms of demonstrated preparation, readiness to contribute, relevance of comments, etc. And so on. If you would like feedback on your in-class participation, please come see me during my office hours. If you have concerns about contributing to oral discussions in class, please come to my office hours so that we can discuss strategies to help you contribute, progress and succeed in the class. In assessing participation, the focus will be on evaluating the development of (a) a strong knowledge base on the global governance of forced migration; and (b) key academic skills, particularly the evaluation of evidence and arguments, and the ability to deploy persuasive oral arguments/observations.

NB: Attendance for the full duration of the class is expected. Phones should be silenced and put away during class. This course aims to create an environment conducive to learning and open discussion. This requires respect, attentiveness and thoughtfulness, particularly in class conversations, as well as a willingness to offer and receive constructive criticism. Disagreement is an essential part of learning – but needs to be handled with respect.

Much of the material we will be working with in this class addresses issues of violence and human rights violations. If engaging with this material poses particular concerns for you, please reach out to me to discuss.

Please ***do not come to class*** if you are not well. While regular attendance and active participation are basic expectations for every student in this seminar, participation assessments will take into account constraints posed by illness, etc. If you need to miss a class, please notify me by email in advance. Unexplained absences will negatively affect participation assessments (penalty of 3 points per class missed without appropriate arrangements/notifications in advance) (adjusted as needed for students joining the class during the add/drop period). If you need to miss multiple classes, and/or if you are unable to present or submit work on time due to health concerns, reach out to me and we will make appropriate arrangements. Except in emergency situations, you should reach out to me in advance of any deadline. In the absence of advance communication (or significant extenuating circumstances), the regular late penalties will apply (please see below).

### **Discussion lead presentation (10%)**

Each week, one or two students will offer a short presentation (min 10 minutes, max 12 minutes) that develops a clear argument in relation to the required readings set for the class in which the presentation is delivered. *This is not an exercise in summarizing the readings.* The presentation should accurately identify and clearly communicate the perspectives advanced in the readings that are being analyzed, but the challenge is to *develop your own argument in response to the work.* The presentation should conclude with two or three *questions* that serve as a springboard for further discussion.

Students cannot deliver their solo presentation on the same day that they are submitting a reflection paper. There will be no discussion lead presentations in Class 4. Students who are delivering presentations in the same class are encouraged to communicate in advance to avoid overlap in the focus of the presentations.

***What aspects of student learning will be evaluated?*** In assessing this activity, the focus will be on evaluating the development of (a) a strong knowledge base on the global governance of forced migration; and (b) key academic skills, particularly the ability to develop and present a persuasive oral argument that synthesizes perspectives from different readings/cases.

#### **Break-down of marks**

8 points

Effective communication of ideas

- Logical organization of ideas/structure
- Clear explanations
- Ability to effectively communicate and engage with the class

12 points

Analysis and argument

- Effective and accurate explanation of relevant terms and perspectives from the readings
- Articulation and development of compelling argument in response to the readings
- Relevance and analytical depth of discussion questions

### **Team presentation for workshop on non-entrée measures (15%)**

Class 4 (24 September) will be a workshop on non-entrée measures—that is, on the ways in which states attempt to discourage or prevent asylum seekers and other migrants from crossing their borders. The class will start with a series of presentations from student teams (3 students per team). Each team will analyze a different non-entrée tactic, explaining how the measure works, how it has been applied in different contexts (geographically and/or across time), and the questions and concerns the measure proposes in terms of the rights and wellbeing of people on the move. Teams are encouraged to use case studies to illustrate their arguments. Options include: visas; border walls; extra-territorial processing; maritime interdictions; territorial excision; and safe zones. Teams may also examine measures deployed to deter arrival attempts, e.g. return agreements; migrant detention; and deportation schemes. With the instructor's approval, teams may select a different measure to analyze. To avoid overlap, each team should confirm the focus of the presentation with the instructor as soon as possible, and by Class 3 (September 17) at the latest.

Each team's presentation should be max. 20 minutes long (min. 15 minutes), followed by Q&A. Each member of the team should participate in delivering the presentation, and everyone will receive the same mark. Each presentation should make a clear argument about the logics underpinning the measure, and the implications for migrants including refugees, and global governance efforts. The presentation should *demonstrate careful background research.* Be creative! The use of visual aids is encouraged.



***What aspects of student learning will be evaluated?*** In assessing this activity, the focus will be on evaluating the development of (a) a strong knowledge base on the global governance of forced migration; and (b) key academic skills, particularly the ability to work with a team to develop and present a persuasive, appropriately submitted oral argument.

Break-down of marks

- 6 points      Effective communication of ideas
- Logical organization of ideas/structure
  - Clear explanations
  - Ability to effectively communicate and engage with the class
- 9 points      Analysis and argument
- Clear and persuasive argument and analysis
  - Argument effectively supported with examples, evidence
  - Clear and effective engagement with relevant literature

**Critical reflection papers (15%)**

Students will choose two classes and write an analytical reflection paper on the theme of each class, drawing on the required readings for the chosen class. Critical reflection papers should be 5-6 pages long, typed in 12-point, Times New Roman font, double-spaced with standard margins. Reflection papers must be submitted at the beginning of the class for which they are prepared. Because they are intended to facilitate in-depth preparation for the seminar, late critical reflection papers will not be accepted, except in extenuating health-related circumstances. If you are ill and unable to attend the class for which you were to prepare a critical reflection paper, we will reschedule you to another week.

The critical reflection papers should demonstrate command of the readings, but *this is not an exercise in summarizing the material*. Instead, students should provide a critical analysis of a key argument, theme or point of contention that emerges in the assigned readings. The papers should advance an argument based on your reaction to the readings, and identify questions the readings raise for further discussion in class. The critical reflection papers may, for example, evaluate the arguments made and the evidence presented in support of them, including through consideration of counter-arguments.

The discussion papers will be equally weighted. Students cannot prepare a critical reflection paper for the same week that they are offering a presentation. There will be no critical reflection papers for Class 4.

***What aspects of student learning will be evaluated?*** In assessing this activity, the focus will be on evaluating the development of (a) a strong knowledge base on the global governance of forced migration; and (b) key academic skills, particularly the ability to synthesize and critically analyze diverse perspectives.

Break-down of marks

- 6 points      Effective communication of ideas
- Clear and logical organization of ideas/structure
  - Style, grammar and spelling
- 9 points      Critical analysis
- Insightful, well-supported argument reflecting your analysis of the readings
  - Identification of incisive questions raised by the readings

## **Book review 10%**

Deadline: 11:25AM, 1 October (hard copy and email submitted at the start of class)

In Class 2, students will pick a recent book (2022, 2023, or 2024) that addresses international dimensions of forced migration. Everyone needs to pick a different book. The review should be max 1200 words long. It should (i) identify the central contribution the author seeks to make to the literature; (ii) situate the contribution in relation to ongoing debates and trends in scholarship; (iii) discuss *how* the author(s) attempt to make this contribution; and (iv) analyze the extent to which the authors are successful in achieving this goal. That is, the review should provide a concise, observant, analytically sound and professionally-expressed assessment of the work, identifying its strengths and weaknesses, and the audiences who will be most interested in the book.

Following receipt of feedback from me and the class, students are encouraged to submit the review for publication in a relevant journal. Ideas for journals to approach will be discussed in class. On the purpose and value of reviews, see Georgia Cole's [editorial](#) in the *Journal of Refugee Studies*.

The review is to be submitted in hard copy and by email at the start of class 5 (1 October). Over the remainder of the term, students will offer short presentations (max 10 minutes, followed by Q&A) of their reviews; students will be assigned to a particular class to present their reviews, depending on the titles chosen. The presentation will not be independently assessed, but will inform participation grades.

***What aspects of student learning will be evaluated?*** In assessing this activity, the focus will be on evaluating the ability to situate and knowledgeably discuss new contributions to scholarly literature. The assignment will consider student learning in relation to key academic skills of analysis, evaluation and written communication.

### Break-down of marks

- |           |   |
|-----------|---|
| 5 points  | Effective communication of ideas <ul style="list-style-type: none"><li>• Clear and logical organization of ideas/structure</li><li>• Concise and observant writing</li><li>• Grammar and spelling</li></ul>   |
| 15 points | Critical analysis <ul style="list-style-type: none"><li>• Accurate identification of the central contribution the book aims to make, and potentially interested audiences</li><li>• Effective situating of the contribution in relation to the field</li><li>• Clear explanation of how the author approaches the central questions at stake in the book</li><li>• Compelling analysis of the strengths and limitations of the work, identification of key questions for future work raised by the analysis, etc.</li></ul> |

List of books available for review (if you would like to review a book that is not listed here, please discuss with me in advance):

- Jamie Draper and David Owen (eds.) (2024) *The Political Philosophy of Internal Displacement*. Oxford: Oxford University Press.
- Bríd Ní Ghráinne (2022) *Internally Displaced Persons and International Refugee Law*. Oxford: Oxford University Press.
- Anne Irfan (2023) *Refuge and Resistance: Palestinians and the International Refugee System*. New York: Columbia University Press.
- Rawan Arar and David Scott FitzGerald (2023) *The Refugee System*. New York: Polity.
- Charles Martin-Shields (2024) *Urban Refugees and Digital Technology: Reshaping Social, Political and Economic Networks*. Montreal: MQUP.

- Karen Culcasi (2023) *Displacing Territory: Syrian and Palestinian Refugees in Jordan*. Chicago: University of Chicago Press.
- Megan Bradley, Cathryn Costello and Angela Sherwood (eds.) (2023) *IOM Unbound? Obligations and Accountability of the International Organization for Migration in an Era of Expansion*. Cambridge: Cambridge University Press.
- Ola El-Taliawi (2024) *The Politics of Refugee Policy in the Global South*. Montreal: MQUP.
- Kate Reed and Marcia Schenck (eds.) (2023) *The Right to Research: Historical Narratives by Refugee and Global South Researchers*. Montreal: MQUP.
- Walter Kälin (2023) *Internal Displacement and the Law*. Oxford: Oxford University Press.
- Jamie Draper (2023) *Climate Displacement*. Oxford: Oxford University Press.
- Simon Behrman and Avidan Kent (eds.) (2022) *Climate Refugees: Global, Local and Critical Approaches*. Cambridge: Cambridge University Press.
- Melissa Gatter (2023) *Time and Power in Azraq Refugee Camp: A Nine-to-Five Emergency*. Cairo: AUC Press.
- Anthea Vogl (2024) *Judging Refugees: Narrative and Oral Testimony in Refugee Status Determination*. Cambridge: Cambridge University Press.
- Evan Easton-Calabria (2022) *Refugees, Self-Reliance, Development: A Critical History*. Bristol: Bristol University Press.
- H. Kriesi, A. Altiparmakis, A. Bojár and I. Oană I-E (2024) *Coming to Terms with the European Refugee Crisis*. Cambridge: Cambridge University Press.
- Kate Ogg (2022) *Protection from Refuge: From Refugee Rights to Migration Management*. Cambridge: Cambridge University Press; 2022.
- A. Hanna (2022) *25 Million Sparks: The Untold Story of Refugee Entrepreneurs*. Cambridge: Cambridge University Press.
- Bosco Opi (2024) *Refugee Coloniality: An Afrocentric Analysis of Prolonged Encampment in Kenya*. Springer.
- Afaf Jabiri (2024) *Palestinian Refugee Women from Syria to Jordan: Decolonizing the Geopolitics of Displacement*, London: I.B. Tauris.
- Vinh Nguyen (2023) *Lived Refuge: Gratitude, Resentment, Resilience*. Berkeley: University of California Press.
- Jill Rosenthal (2023) *From Migrants to Refugees: The Politics of Aid along the Tanzania-Rwanda Border*. Duke University Press.
- Karina Horsti (2023) *Survival and Witness at Europe's Border: The Afterlives of a Disaster*. Ithaca: Cornell University Press.
- Bridget Haas (2023) *Suspended Lives: Navigating Everyday Violence in the US Asylum System*, Berkeley: University of California Press.

### **Research paper proposal (5%)**

Deadline: 11:25 AM, 19 November (hard copy submitted at the start of class)

The research proposal should be 5-6 pages (double spaced), plus bibliography. The proposal should clearly start your research question, situate the question in relation to the relevant literature, and discuss the key arguments/debates you plan to engage in the paper. The bibliography should include a minimum of 10 relevant academic sources.

The proposal will be assessed on the basis of the identification of an incisive research question; explanation of the topic's significance in relation to current debates in IR and forced migration; demonstration of thoughtful engagement with pertinent academic literature and careful planning towards a persuasive, well-evidenced argument; and clarity of expression.

***What aspects of student learning will be evaluated?*** The aim here is to help each student plan and execute a successful, advanced research essay. The focus will be on the demonstration of key academic skills including the ability to evaluate literature and identify a relevant, concise research question, and create an appropriate strategy to address it.

Break-down of marks

- 5 points      Effective communication of ideas
- Clear and logical organization of ideas/structure
  - Style, grammar and spelling
- 5 points      Identification of incisive research question
- 15 points     Development of a sound critical approach
- Explanation of the topic's significance in relation to current debates in IR and forced migration
  - Demonstration of thoughtful engagement with pertinent academic literature
  - Demonstration of careful planning towards a persuasive, well-evidenced argument

**Final research paper (25%)**

Deadline: 10 December, 1:00PM (by email and in hard copy, dropped off at Leacock 539)

The paper is to be submitted to me by email ([megan.bradley@mcgill.ca](mailto:megan.bradley@mcgill.ca)), with a hard copy dropped off at my office (Leacock 539) by 1:00PM on 10 December. If I am not in my office when you come by, you can slip your paper under the door.

The final research paper should be a minimum of 16 and maximum 20 double spaced pages (using 12-point Times New Roman font and standard margins) (approx. 6500-8000 words), excluding the bibliography. Citations should be in-text, following a standard academic format, e.g. Chicago. The pages must be numbered. The paper should have a clear title, and engage a significant range of academic sources.

The paper should explore a clearly expressed *research question* related to the course. The paper should involve careful independent research going beyond the material covered in lectures. The final research paper must:

- Define the key terms used in the paper
- Advance a clear argument effectively supported by empirical research and/or theoretical analysis (both the argument and the structure of the paper *must* be explicitly articulated in the introduction to the paper)
- Critically engage pertinent scholarly material

***What aspects of student learning will be evaluated?*** In assessing this activity, focus will be on the ability to knowledgeably discuss a key issue related to the global governance of forced migration, and develop a compelling argument in relation to the chosen topic. The skills that will be assessed include (a) the ability to critically analyze scholarship, evidence, and/or policies and practice; (b) the ability to craft a well-supported, compelling scholarly argument; and (c) communications skills.

Break-down of marks

- 9 points      Effective communication
- Clear and logical organization of ideas (structure of paper, explicitly indicated in the introduction)

- Pertinent examples
- Style, grammar and spelling
- Standardized referencing according to academic conventions

16 points

Analysis and argument

- Clear articulation of an insightful thesis
- Understanding and application of relevant concepts, theories and literature
- Effective support provided for argument

## **Extra credit opportunities**

### ***Attending refugee-related events***

Over the course of the term, there will be several talks and other events related to migration and refugee issues, held on the McGill campus. I will share information with the class on such events over the course of the term. As a complement to in-class learning, students are invited to attend these events. If you would like to receive extra credit for attending a migration and refugee-related event, email me a one-page written reflection on what you learned. This must be sent within one week of the event; students who complete this exercise will have an extra 2% added to their final grade. (You are welcome to attend as many events as you like, but can only receive extra credit once.) If you would like to pursue extra credit for participating in an event other than one for which I circulate information, this needs to be confirmed with me in advance.

### ***Course evaluations***

Completion of the course evaluation is an important part of participation in this course. In order to encourage the timely completion of course evaluations, each student will receive an extra 0.5% if at least 85% of enrolled students complete the on-line course evaluation on time. This will count toward participation grades. Please note that the participation grade is never to exceed the maximum percentage established for the course.

## **General instructions and policies**

### **Late policy**

Written work is due at the start of class on the specified due dates. Late submissions will be subject to a 10% penalty *per day* (on the total maximum value of the assignment), starting with the due date. Extensions will only be granted in relation to illness and/or personal/family emergencies. If you are not able to submit your work on time, it is your responsibility to contact me in advance (or as soon as possible, in the case of an emergency) to confirm arrangements for submission of the work. If you do not contact me promptly, normal late penalties will apply.

### **Emailing**

If you have substantive questions, please come to my office hours rather than raising them by email. I endeavour to reply to emails within two business days.

### **Language**

In accordance with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

### **Special needs and mental health concerns**

As the instructor of this course I endeavour to provide an inclusive learning environment. If you experience barriers to learning in this course, please discuss them with me and the Office for Students with Disabilities.

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; many resources are available on-campus, off-campus, and online.

### Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information). AI tools are not to be used to create text submitted as the student's own for assignments in this course.